



Oak Park School District
Counselor Evaluation Program

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Foreword

The Oak Park Evaluation Program and supporting standards are the result of the collaboration and cooperation of Oak Park counselors, administrators, and Board of Education members. In this document, we have expressed what we believe effective counselors do in their schools, based on effective, research based strategies. The supporting standards consist of 13 standards and three evaluation plans. The ultimate goal is to increase student achievement through continuous professional growth, coordinating efforts to educate students, and requiring accountability.

As research in the area of effective counseling continues, professionals learn more about counseling and its relationship to student learning. We have done our best to capture the dynamic and interactive processes of counseling. We expect our educators to incorporate the 13 standards into their current successful practices and for administrators to support educators in developing these practices. As with any effort of this magnitude, this document will be reviewed and modified to ensure that it continues to reflect our best and most current thinking.

This document is an example of the commitment that Oak Park educators have to the improvement of public education in our community. All of those involved in the development of the Evaluation Program and supporting standards hope it will serve as a valuable tool in the continuous pursuit of equity and excellence.

Dr. Daveda J. Colbert
Superintendent

Thomas Lurie
Oak Park Education Association

What the Oak Park Evaluation Program and Supporting Standards Are:

- They are a commitment to the growth and development of counselors and administrators.
 - They are a statement that communicates our beliefs about effective counseling.
 - They are a synthesis of counseling behaviors that promote student learning and are supported by research, learning theory, and expert opinion.
 - They are a continuous source of information on effective counseling which will be reviewed and updated periodically.
 - They are a resource for counselors and administrators to use in their roles as instructional decision makers.
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What the Oak Park Evaluation Program and Supporting Standards Are Not:

- They are **NOT** an attempt to supersede Board-adopted curriculum or prescribe one way for all Oak Park counselors to teach.
- They are **NOT** an outline of elements of instruction that are expected every day in every lesson and in the same order in which they appear in the Standards.
- They are **NOT** a checklist to be used to assess counselor performance.

School Counselor Evaluation Purpose

Accountability and evaluation of the school guidance and counseling program are necessary to improve student academic achievement. School counselors must determine how students are different as a result of their participation in the program. For accountability purposes, counselors are challenged to demonstrate the effectiveness of their programs in measurable terms. They must collect and use data to support and link their programs to students' academic success.

A comprehensive school guidance and counseling program is data driven in the sense that data are used to provide systemic change and ensure that all students receive the benefits of the program. Program activities must be based on the needs of students, evaluated in terms of improved student achievement, and meeting the goals of the Oak Park School District.

Overview of Timelines for Implementation

Plan I – Individual Development Plan

- Prior to 10/1** - Administrator distributes forms and reviews expectations, portfolio collections, and evaluation timelines with all probationary counselors. Counselors formulate their IDP and the Administrator meets with each counselor individually. **All probationary counselors must have an IDP in place by the first week of school or ASAP at the beginning of the school year.** Counselors will formulate goals according to the performance rubric.
- Prior to 12/15** - First required conference to be completed. First review of portfolio to be completed.
- Prior to 4/15** - Second required conference to be completed. Second review of portfolio to be completed.
- Prior to 5/30** - Year End Evaluation to be completed. The Year End Evaluation must include student growth as a significant factor.

Plan II – Professional Growth Plan

Recommended Timelines for Formal Conferences

- Prior to 10/1** - Administrator distributes forms, reviews expectations, and evaluation times with all tenured counselors.
- Prior to 11/15** - Initial Meeting to set goals
- Prior to 4/30** - Multiple Formal Conferences (Minimum of two)
- Prior to 5/30** - Year End Evaluation to be completed

Overview of Counselor Evaluation, Plan I, II, III

Standard 1 – Program Organization Standard 2 – Guidance Curriculum Standard 3 – Individual Student Planning Standard 4 – Responsive Services Standard 5 – Systems Support Standard 6 – School Counselor Communication Standard 7- Advisory Council	Standard 8 – Use of Data Standard 9 – Student Monitoring Standard 10– Master Calendar/Time Standard 11–Results Evaluation Standard 12 – Program Audit Standard 13 – Student Advocate
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Plan I	Plan II	Plan III
<p style="text-align: center;">Individual Development Plan</p> <p>Who:</p> <ul style="list-style-type: none"> ▪ Probationary counselors ▪ Tenured counselors who choose format <p>Purpose:</p> <ul style="list-style-type: none"> ▪ To ensure that Standards for Counseling are understood, accepted, and demonstrated ▪ To provide support in implementing the Standards ▪ To ensure that the Michigan Guidance Counselor Framework and district counseling guidelines are implemented. ▪ To provide accountability for decisions to continue employment <p>What:</p> <ul style="list-style-type: none"> ▪ Formal conferences and feedback on performance ▪ Portfolio ▪ Counselor reflection and response <p>How:</p> <ul style="list-style-type: none"> ▪ Formal conferences ▪ Review of Portfolio ▪ Discussion of professional practices ▪ Mentor support 	<p style="text-align: center;">Professional Growth Plan</p> <p>Who:</p> <ul style="list-style-type: none"> ▪ Tenured counselors who are demonstrating the Standards for Counselors <p>Purpose:</p> <ul style="list-style-type: none"> ▪ To enhance professional growth ▪ To improve student achievement ▪ To provide feedback on professional issues ▪ To focus on school improvement initiatives ▪ To ensure that the Michigan Guidance Counselor Framework and district counseling guidelines are implemented. <p>What:</p> <ul style="list-style-type: none"> ▪ Formal Conferences and feedback on performance ▪ Develop and implement Professional Growth Plan <p>How:</p> <ul style="list-style-type: none"> ▪ Ongoing informal discussion of counselor performance ▪ Counselor teams/individual counselor develop a Professional Growth Plan ▪ Collaboration between counselor teams/counselor and administrator ▪ Establish indicators of progress ▪ Administrative support of counselor teams/counselor ▪ Feedback to counselor teams/counselor 	<p style="text-align: center;">Specific Staff Development Plan</p> <p>Who:</p> <ul style="list-style-type: none"> ▪ Counselors in need of specific professional guidance in identified area(s) of the Standards for Counselors <p>Purpose:</p> <ul style="list-style-type: none"> ▪ To enable a tenured counselor the opportunity to seek assistance in any Standard ▪ To provide a more structured process for a tenured counselor who may benefit from more support ▪ To provide due process for disciplinary action ▪ To ensure that the Michigan Guidance Counselor Framework and district counseling guidelines are implemented. <p>What:</p> <ul style="list-style-type: none"> ▪ Three Phases <ol style="list-style-type: none"> 1. Awareness Phase 2. Assistance Phase 3. Disciplinary Phase <p>How:</p> <ul style="list-style-type: none"> ▪ Observation and feedback focused specifically on identified area(s) of needed improvement

Individual Development Plan

Plan I

Purpose

The Individual Development Plan is designed for all newly hired teachers. Teachers previously tenured in the State of Michigan will complete years one and two of the Individual Development Plan. Teachers newly hired to the district who have not been granted tenure in the State of Michigan will complete four years of the plan for tenure. In order to continue in the Individual Development Plan, teachers must have successful evaluations.

The purpose of the Individual Development Plan is to:

1. introduce beginning staff to programs, procedures, policies, and expectations
2. educate beginning staff on the Oak Park Public Schools' Standards for Effective Teaching
3. provide training and support for new staff
4. provide ongoing professional development experiences
5. promote professional self-reflection
6. evaluate performance for continuing employment

Outline of Plan I – Individual Development Plan

Counselors newly hired to the district who have not been granted tenure in the State of Michigan will complete four years of the plan for tenure. In order to continue in the plan, counselors must have successful evaluations.

Multiple Formal Conferences (minimum of two) each year (recommended prior to April 15).

Additional formal conferences may be scheduled at the discretion of the administrator.

Recommended Timelines for Formal Conferences

Prior to 10/1 - Administrator distributes forms and reviews expectations, portfolio collections, and evaluation timelines with all probationary counselors. Counselors formulate their IDP and the Administrator meets with each counselor individually. **All probationary counselors must have an IDP in place by the first week of school or ASAP at the beginning of the school year.** Counselors will conduct an informal self-evaluation according to the performance rubric.

Prior to 12/15 - First required formal observation to be completed. First review of portfolio to be completed.

Prior to 4/15 - Second formal observation to be completed. Second review of portfolio to be completed.

Prior to 5/30 - Year End Evaluation to be completed. The Year End Evaluation must include student growth as a significant factor.

Portfolio - A cumulative professional portfolio will be created and maintained by the probationary counselor throughout the probationary period. The administrator and mentor will review and discuss the portfolio with the counselor. The 1st portfolio will occur prior to January 15th. The 2nd portfolio will occur prior to May 30th.

Mentor - The administrator will team the probationary counselor with an appropriate experienced counselor. This relationship will continue throughout the entire probationary period. They will follow district mentor procedures.

Plan I -- Individual Development Plan

Required activities and recommended timeline for probationary counselors include:

An Individual Development Plan Meeting

Prior to October 1, a building administrator will meet with all probationary counselors as a group to review the Individual Development Plan expectations, professional portfolio collections, and evaluation timelines. The goals must include the use of student growth data and Standards for Effective Counselor best practice professional growth. At this time, the administrator will provide counselors with copies of all evaluation forms.

Examples of Student Achievement/Growth – Goal(s) that reflect building initiatives which result in the continuous improvement of student learning as articulated in the School Improvement Plan. Four student achievement/growth measures must be considered in a counselor's student growth goals. All of these measures shall be mutually agreed upon between the counselor and the administrator.

Examples may include, but are not limited to:

Secondary Schools

- a. EDP Completion Rate
- b. Retention Rate
- c. Course Failure Rate
- d. Student Schedules
- e. Analysis of Student Records.
- f. Delivery of Responsive Services
- g. Transcript Audits
- h. College Enrollment rate

An Individual Development Plan

A building administrator will meet with each counselor to develop an Individual Development Plan based on the Standards for Effective Counseling. The counselor may have multiple (minimum of two) goals, one sheet per goal.

Formal Conferences

Multiple (minimum of two) conferences will be conducted prior to April 15. The Year End Evaluation should be completed by May 30. At least one of the formal conferences will be conducted before the end of the first semester.

Additional formal conferences may be scheduled at the discretion of the administrator. The purpose for the conferences are to:

1. review the building(s) with a focus on student learning.
2. reinforce the strengths of the counseling performance.
3. identify areas for improvement.
4. review the professional development portfolio.
5. direct the probationary counselor toward relevant professional development opportunities.
6. provide opportunities for self-reflection.

Evaluation forms will be completed by the administrator, with the counselor, following the conference

A Professional Portfolio

A cumulative professional portfolio will be created and maintained by the probationary counselor for the probationary period. The probationary counselor will benefit from a counseling portfolio in that it can serve as a catalyst for substantive growth in one's counseling philosophy, methods, and goals. Also, the portfolio will provide administrators with concise, selective, evidence-based information from a wide variety of sources. This gives the novice instructor a highly individualized, credible, and factual document for the purpose of evaluation. The administrator, probationary counselor, and mentor will review and discuss the portfolio at each scheduled evaluative conference. The portfolio will be used as a source of data for the performance evaluation. Two portfolio reviews are to be completed prior to May 30th.

A Mentor

The administrator will team the probationary counselor with an appropriate experienced counselor for the mentoring process. The mentor/mentee relationship will continue through year three for new counselors and through year two for tenured counselors new to the district. The role of the counselor mentor is to guide and support the new counselor through the probationary period. Mentors and mentees must participate in a prescribed district mentor program experience.

Plan I - Individual Development Plan Form

(The Individual Development Plan will be mutually developed between the administrator and the probationary counselor)

Counselor:	School:	Grade/Dept./Team/Academy:
Initial Meeting Date:		

Counselor Status: Probationary 1 2 3 4 (Check One)

Tenured in Michigan 1 2 (Check One)

Standard(s) Related to Goal *(Check all that apply):*

<input type="checkbox"/> Standard 1 – Program Organization <input type="checkbox"/> Standard 2 – Guidance Curriculum <input type="checkbox"/> Standard 3 – Individual Student Planning <input type="checkbox"/> Standard 4 – Responsive Services <input type="checkbox"/> Standard 5 – Systems Support <input type="checkbox"/> Standard 6 – School Counselor Communication <input type="checkbox"/> Standard 7- Advisory Council	<input type="checkbox"/> Standard 8 – Use of Data <input type="checkbox"/> Standard 9 – Student Monitoring <input type="checkbox"/> Standard 10- Master Calendar/Time <input type="checkbox"/> Standard 11- Results Evaluation <input type="checkbox"/> Standard 12 – Program Audit <input type="checkbox"/> Standard 13 – Student Advocate
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***Goal:**

Purpose of Goal:
Counselor’s Plan:
Indicators of Progress:
Administrative Support:

Counselor’s Signature: _____ Date: _____

Administrator’s Signature: _____ Date: _____

**The goals must include use of student data and standards for effective counselor best practice professional growth.*

Plan I

Counselor -Administrator Conference Form

(Completed by both the counselor and administrator)

Counselor: _____ Administrator: _____

Date _____

1st Conference 2nd Conference Additional Conference

Standard(s) Related to Goal *(Check all that apply):*

<input type="checkbox"/> Standard 1 – Program Organization <input type="checkbox"/> Standard 2 – Guidance Curriculum <input type="checkbox"/> Standard 3 – Individual Student Planning <input type="checkbox"/> Standard 4 – Responsive Services <input type="checkbox"/> Standard 5 – Systems Support <input type="checkbox"/> Standard 6 – School Counselor Communication <input type="checkbox"/> Standard 7 – Advisory Council	<input type="checkbox"/> Standard 8 – Use of Data <input type="checkbox"/> Standard 9 – Student Monitoring <input type="checkbox"/> Standard 10 – Master Calendar/Time <input type="checkbox"/> Standard 11 – Results Evaluation <input type="checkbox"/> Standard 12 – Program Audit <input type="checkbox"/> Standard 13 – Student Advocate
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Counselor Reflection Comments:

Administrator Comments:

Counselor's Signature: _____

Date: _____

Administrator's Signature: _____

Date: _____

Professional Portfolio Guidelines:

The following sections (I-IV) are required components in all probationary counselors' professional portfolio. The bullet points below are examples of what may be included in each section. Counselors may include additional portfolio items under any section.

Section I: Counseling Experience:

- Background information: Educational Philosophy
- Resume and/or Credentials (counseling license, transcripts)
- Local content assignment as evidenced by the local class schedule for the past five years
- Provide evidence of successful counseling in the content/subject area endorsement
- Other relevant artifacts that the counselor feels are important as evidence of quality counseling experience (may include letters of support from parents, students, administrators, etc.)

Section II: College Level Coursework:

- Identification of content/subject specific coursework that has contributed to gaining knowledge and understanding of the subject assigned to teach
- Counseling artifacts: provide at least 3 consecutive lesson plans showing the implementation of the Michigan curriculum framework for the subject assigned to teach
- Include samples of student work or activities (student identity must remain anonymous)
- Include examples of activities to gain feedback on student learning (student identity must remain anonymous)

Section III: Service to the Guidance Curriculum:

- Documentation of participation in content specific service activities (please include beginning and ending dates—must be within the past five years)
- Activities may include, but are not limited to the following
 1. Service as a department chair or team leader
 2. Service as a mentor counselor
 3. Service as a cooperating counselor for student counselors
 4. Service as an officer in a regional, state, or national professional content organization
 5. Service as a content instructor at an institution of higher education
 6. Service as a recognized counseling guidance specialist at the district level
 7. Service as a content presenter at an educational conference

Section IV: Participation in Quality Professional Development Activities:

- Please provide a list or description of each quality professional development activity in the content/subject area attended in the last five years
- Reflection on how your counseling experience, content coursework, service to the content and participation in professional development activities in the content have been translated into improvement of your counseling practice.

Plan I – Individual Development Plan

The Mentor/Mentee Program

1. Leadership of the Mentor/Mentee Program is the responsibility of the Executive Director of Curriculum & Title Programs.
2. A mentor will be an experienced professional with Oak Park School District.
3. The use of experienced, successful counselors to mentor new counselors is mandated in the State of Michigan. It is an effective way to improve the induction of new counselors, promote best practices in counseling and encourage counselors to remain in the profession.
4. A pool of OPEA members will be sought in each building to serve as mentors. Mentor assignments will be appointed by the building administrator.
5. Mentors and mentees will be required to attend after school training sessions during the school year. The agenda and dates for the sessions will be determined by the Executive Director of Curriculum & Title Programs.
6. Mentors and mentees are encouraged to attend professional development sessions together, which supports the needs of new counselors and the specific workload assignments.
7. Coaching new counselors to become reflective about their own counseling is a responsibility of the mentor counselor. Mentors and mentees are expected to complete a communication log to document contact time.
8. The critical and specialized role of counselor mentors should be acknowledged.

Professional Growth Plan

Plan II

Plan II – Professional Growth Plan

Purpose:

Throughout a counselor's professional career, the counselor and administrator must work collaboratively each year to ensure the strengthening of the Standards for Effective Counseling. The purpose and benefit of yearly evaluation are threefold:

1. Demonstration of Standards for Effective Counseling

Demonstration of the Standards is an ongoing process and is assessed by the administrator through review of task progress, faculty meetings, committee work, in-service training, parent conferences, parent communications, and/or co-curricular activities.

2. Continued Professional Growth Plan

Planning for Professional Growth is the second component. It is both proactive and collaborative. The counselor and the administrator collaborate to identify goals and develop a plan to attain the identified goals. Goals should be developed using the Standards for Effective Counseling and must also work toward building school improvement goals and District goals. While achieving the identified goals is the objective, it is the process of working toward those goals that demonstrates the individual's professional growth. Goals may be renewed from one year to the next if appropriate.

3. Student Growth & Achievement

Continued focus on student achievement data is a critical way to inform guidance practice. Current legislation now obligates schools to utilize student growth and achievement data as one component of counselor evaluation. As a result, our discussions will be data-informed and data-driven. Student growth and achievement data is a part of this evaluation.

This Counselor Evaluation program combines both Professional Growth components and the examination of student achievement/growth data, in addition to other considerations required of public schools as a result of recent legislative adjustments.

Counselor evaluation is a complex process and one that requires commitment from all parties. The Oak Park School District's model is one that promotes collegiality, collaboration, personal and professional growth. Determining a counselor's effectiveness requires an examination of a multitude of factors. Many of these are defined by the Standards for Effective Counseling, but there are variables in addition to the Standards that may be utilized to determine effectiveness, such as artifacts collected throughout the year like parent emails, phone call logs, administrative, student communications, etc.

The Counselor Evaluation Committee will gather input and meet periodically to examine this evaluation process in order to safeguard the integrity of our model framework.

Recommended Timelines for Formal Conferences

Prior to 10/1 - Administrator distributes forms and reviews expectations.

Prior to 11/15 - Initial Meeting to set goals

Prior to 4/30 - Multiple Formal Conferences (Minimum of two)

Prior to 5/30 - Year End Evaluation to be completed.

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Plan II --- Professional Growth Plan ***(Components of the Evaluation Process)***

Yearly counselor evaluation will include the following:

- At least two meetings between an administrator and counselor, referred to in this document as the *Initial Meeting* and the *Evaluation Meeting*.
- A counselor self-evaluation using the Standards for Effective Counseling.
- An administrator's completion of a counselor evaluation using the Standards for Effective Counseling.
- Student Growth/Achievement Goal(s) related to the School Improvement Plan, (*see examples below*).
- Best Practice Professional Growth Goal(s), (*see examples below*).
- The Year End Evaluation must be based on multiple (minimum of two) conferences. The Year End Evaluation must include student growth as a significant factor.

Required activities and recommended timeline for tenured counselors include:

Examples of Student Achievement/Growth – Goal(s) that reflect building initiatives which result in the continuous improvement of student learning as articulated in the School Improvement Plan. Four student achievement/growth measures must be considered in a counselor's student growth goals. All of these measures shall be mutually agreed upon between the counselor and the administrator.

Examples may include, but are not limited to:

Secondary Schools

- a. EDP Completion Rate
- b. Retention Rate
- c. Course Failure Rate
- d. Student Schedules
- e. Analysis of Student Records.
- f. Delivery of Responsive Services
- g. Transcript Audits
- h. College Enrollment rate

Best Practice Professional Growth – Goal(s) that articulate a willingness to enhance skills typically demonstrated by master counselors.

Examples may include, but are not limited to:

1. Learn and use data to inform guidance practice
2. Learn and use research based best guidance counseling practices
3. Utilize technology to monitor student progress
4. Participate in building initiatives

The goals must be directly linked to the Standards for Effective Counseling as published in this document, and agreed upon by both administrator and counselor.

If a counselor is rated ineffective on the Year End Evaluation, a Plan III awareness phase document must have occurred prior to May 30.

If a counselor is rated minimally effective at the Year End Evaluation they will enter an awareness phase for the upcoming year. The Year End Evaluation evaluator will complete the awareness phase documents to begin at the start of the upcoming school year.

If a counselor is rated minimally effective or ineffective on the Year End Evaluation, an IDP must be initiated.

The goals must include use of student growth data and standards for effective counselor best practice professional growth.

Professional Growth Goal Outline Guidelines

(The following recommendations and suggestions are included to assist counselors in completing the Goal outline form)

Activities/Methods

Methods/Strategies to reach goals may include at least one of the following:

<ul style="list-style-type: none"> • Student conference log • Parent conference log • Mentoring • Workshops/Conferences • Calendar of building events • School/Campus visitation days • Action research • Peer coaching 	<ul style="list-style-type: none"> • Presentations • Classroom conferences • Development of counseling materials/instructional units/discussion groups • Student record audits • Home/School communications • Communication of student data to administrator
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Indicators of Progress:

<ul style="list-style-type: none"> • Student data • Exit Surveys • Parent feedback • Student Feedback • Student work portfolios • Professional portfolios • Parent responses • Written curriculum • Professional Development Log 	<ul style="list-style-type: none"> • Maintenance of website • Statistical measures • Lesson/Unit Plans • Photographs • Extra-Curricular Activities • Student records & files • Progress Monitoring • Student schedules • Administration of district, local, or national assessments
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The collected materials are the property of counselors and will be returned to counselors at the conclusion of the evaluation year.

Resources - Resources will be formally approved as part of the counselor's Professional Growth Plan and may include:

<ul style="list-style-type: none"> • Student materials • Journals • Workshops • Resources • Books • Collegial time • Appropriate technology • Mentoring 	<ul style="list-style-type: none"> • Collegial support • Release time • Administrative support • Other
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Revisions - In the event a Professional Growth Plan needs to be revised, all revisions must be reviewed with the administrator.

School Counselor Goal Outline Form

(Completed by the counselor and mutually developed between the counselor and the administrator)

Counselor:	School:	Grade/Dept./Team/Academy:
Initial Meeting Date:		

Standards for Counseling (Check all that apply)

<input type="checkbox"/> Standard 1 – Program Organization	<input type="checkbox"/> Standard 8 – Use of Data
<input type="checkbox"/> Standard 2 – Guidance Curriculum	<input type="checkbox"/> Standard 9 – Student Monitoring
<input type="checkbox"/> Standard 3 – Individual Student Planning	<input type="checkbox"/> Standard 10– Master Calendar/Time
<input type="checkbox"/> Standard 4 – Responsive Services	<input type="checkbox"/> Standard 11– Results Evaluation
<input type="checkbox"/> Standard 5 – Systems Support	<input type="checkbox"/> Standard 12 – Program Audit
<input type="checkbox"/> Standard 6 – School Counselor Communication	<input type="checkbox"/> Standard 13 – Student Advocate
<input type="checkbox"/> Standard 7– Advisory Council	

Student Achievement/Growth Goal:

Best Practice Professional Growth Goal:

Indicators of Progress to be collected

Resources needed for plan activities

See attachments:

Counselor's Signature: _____

Date: _____

Administrator's Signature: _____

Date: _____

Counselor -Administrator Conference Form
(Completed by both the counselor and administrator)

Counselor: _____ Administrator: _____

Date: _____ Date: _____

1st Conference 2nd Conference Additional Conference

Standard(s) Related to Goal (Check all that apply):

<input type="checkbox"/> Standard 1 – Program Organization <input type="checkbox"/> Standard 2 – Guidance Curriculum <input type="checkbox"/> Standard 3 – Individual Student Planning <input type="checkbox"/> Standard 4 – Responsive Services <input type="checkbox"/> Standard 5 – Systems Support <input type="checkbox"/> Standard 6 – School Counselor Communication <input type="checkbox"/> Standard 7- Advisory Council	<input type="checkbox"/> Standard 8 – Use of Data <input type="checkbox"/> Standard 9 – Student Monitoring <input type="checkbox"/> Standard 10- Master Calendar/Time <input type="checkbox"/> Standard 11- Results Evaluation <input type="checkbox"/> Standard 12 – Program Audit <input type="checkbox"/> Standard 13 – Student Advocate
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Counselor Reflection Comments:

Administrator Comments:

Counselor's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

Standards for Effective School Counseling Year End Evaluation Rubric

(Completed by the administrator for both Plan I & Plan II Counselors)

School Counselor Name:	Conference Date:
Evaluator Name:	Assignment:

Directions:

- For each of the performance standards, rate the counselor using the following scale:

<i>Ineffective</i>	<i>Minimally Effective</i>	<i>Effective</i>	<i>Highly Effective</i>
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- Also, include any relevant comments for each of the thirteen standards and for the school counselor's overall performance.

Description	Rating			
Standard 1: The professional school counselor plans, organizes and delivers the school counseling program.	Highly Effective	Effective	Minimally Effective	Ineffective
1.1 A program is designed to meet the needs of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 The professional school counselor demonstrates interpersonal relationships with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 The professional school counselor demonstrates positive interpersonal relationships with educational staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 The professional school counselor demonstrates positive interpersonal relationships with parents or guardians.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				

Description	Rating			
Standard 2: The professional school counselor implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.	Highly Effective	Effective	Minimally Effective	Ineffective
2.1 The professional school counselor teaches school guidance related subject matter effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 The professional school counselor develops materials and instructional strategies to meet student needs and school goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 The professional school counselor encourages staff involvement to ensure the effective implementation of the school guidance curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				
Standard 3: The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.	Highly Effective	Effective	Minimally Effective	Ineffective
3.1 The professional school counselor, in collaboration with parents or guardians, helps students establish goals and develop and use planning skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				

Description	Rating			
Standard 4: The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills.	Highly Effective	Effective	Minimally Effective	Ineffective
4.1 The professional school counselor counsels individual students and small groups of students with identified needs and concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 The professional school counselor consults effectively with parents or guardians, counselors, administrators and other relevant individuals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 The professional school counselor implements an effective referral process with administrators, counselors and other school personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				
Standard 5: The professional school counselor provides system support through effective school counseling program management and support for other educational programs.	Highly Effective	Effective	Minimally Effective	Ineffective
5.1 The professional school counselor provides a comprehensive and balanced school counseling program in collaboration with school staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 The professional school counselor provides support for other school programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				

Description	Rating			
Standard 6: The professional school counselor discusses the counseling department management system and the program action plans with the school administrator.	Highly Effective	Effective	Minimally Effective	Ineffective
6.1 The professional school counselor discusses the qualities of the school counselor management system with the other members of the counseling staff and has agreement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 The professional school counselor discusses the program results anticipated when implementing the action plans for the school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				
Standard 7: The professional school counselor is responsible for establishing and convening an advisory council for the school counseling program.	Highly Effective	Effective	Minimally Effective	Ineffective
7.1 The professional school counselor meets with the advisory committee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2 The professional school counselor reviews the school counseling program audit with the council.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3 The professional school counselor records meeting information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				

Description	Rating			
Standard 8: The professional school counselor collects and analyzes data to guide program direction and emphasis.	Highly Effective	Effective	Minimally Effective	Ineffective
8.1 The professional school counselor uses school data to make decisions regarding student choice of classes and special programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.2 The professional school counselor uses data from the counseling program to make decisions regarding program revisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.3 The professional school counselor analyzes data to ensure every student has equity and access to a rigorous academic curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.4 The professional school counselor understands and uses data to establish goals and activities to close the gap.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				
Standard 9: The professional school counselor monitors the students on a regular basis as they progress in school.	Highly Effective	Effective	Minimally Effective	Ineffective
9.1 The professional school counselor is accountable for monitoring every student's progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.2 The professional school counselor implements monitoring systems appropriate to the individual school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.3 The professional school counselors develop appropriate interventions for students as needed and monitors their progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				

Description	Rating			
Standard 10: The professional school counselor uses time and calendars to implement an efficient program.	Highly Effective	Effective	Minimally Effective	Ineffective
10.1 The professional school counselor uses a master calendar to plan activities throughout the year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.2 The professional school counselor distributes the master calendar to parents or guardians, staff and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.3 The professional school counselor posts a weekly or monthly calendar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.4 The professional school counselor analyzes time spent providing direct service to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				
Standard 11: The professional school counselor develops a results evaluation for the program.	Highly Effective	Effective	Minimally Effective	Ineffective
11.1 The professional school counselor measures results attained from school guidance curriculum and closing the gap activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.2 The professional school counselor works with members of the counseling team and with the principal to clarify how programs are evaluated and how results are shared.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.3 The professional school counselor knows how to collect process, perception and results data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				

Description	Rating			
Standard 12: The professional school counselor conducts a yearly program audit.	Highly Effective	Effective	Minimally Effective	Ineffective
12.1 The professional school counselor completes a program audit to determine the degrees to which the school counseling program is being implemented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.2 The professional school counselor shares the results of the program audit with the advisory council.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.3 The professional school counselor uses the yearly audit to make changes in the school counseling program and calendar for the following year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				
Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent.	Highly Effective	Effective	Minimally Effective	Ineffective
13.1 The professional school counselor promotes academic success of every student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.2 The professional school counselor promotes equity and access for every student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.3 The professional school counselor takes a leadership role within the counseling department, the school setting and the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.4 The professional school counselor understands reform issues and works to close the achievement gap.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.5 The professional school counselor collaborates with counselors, parents and the community to promote academic success of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.6 The professional school counselor builds effective teams by encouraging collaboration among all school staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.7 The professional school counselor uses data to recommend systemic change in policy and procedures that limit or inhibit academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				

Overall Performance Rating

The Administrator will check one box based on the counselor's performance
Student Assessment and Growth must be a significant portion of the evaluation

Ineffective Minimally Effective Effective Highly Effective

Total Days Absent (Current School year to date):

_____ Personal Illness _____ Family Illness _____ Personal Business _____ Conferences
_____ District Related _____ Other (Please Explain: _____)

District PD attended (list dates): _____

Overall Performance Comments by Evaluator:

Signatures

School Counselor: _____ Date: _____

Evaluator: _____ Date: _____

Specific Staff Development Plan

Plan III

Plan III

Specific Staff Development

Purpose

The specific Staff Development Plan will provide a good faith effort to support and guide a tenured counselor to meet the expectations set forth in the Oak Park Standards for Effective Counseling. The Specific Staff Development process is only for tenured counselors. The Specific Staff Development Plan has three purposes:

1. To enable a tenured counselor the opportunity to seek assistance in any of the district's Standards for Effective Counseling
2. To provide a more structured process for a tenured counselor, who by the determination of the administrative supervisor, may benefit from more support, and/or
3. To provide due process for disciplinary action

This more structured supervision is characterized by recognition on the part of the counselor and the administrator that the counselor needs assistance with one or more of the Oak Park Standards for Effective Counseling. **This process may begin at any time.**

The decision regarding implementation should be collaborative, but may be directive. Plan III, Specific Staff Development, is intended to provide the best possible likelihood for professional improvement. Because of the personal nature of this Plan, confidentiality is expected of all participants. Plan III consists of three phases:

Awareness Phase

1. The concern is identified in writing
2. The administrator and counselor attempt to resolve the concern
3. The administrator reviews the progress and makes one of the following recommendations:
 - The counselor remains in Plan II
 - The counselor is placed into the Assistance Phase

Assistance Phase

1. The administrator reviews the recommendations from Awareness Phase
2. A specific plan is developed and implemented
3. One of the following recommendations is made:
 - The concern is resolved and the counselor is returned to Plan II
 - The counselor remains in the Assistance Phase with revised goals and timelines
 - The concern is not resolved and the counselor is moved into the Disciplinary Phase

Disciplinary Phase

1. The administrator, counselor, and Oak Park Education Association' president or designated representative meet
2. The specific Standard(s), rule, or policy is identified in writing by the administrator, and the counselor is given an opportunity to respond. After discussion, the administrator indicates the next steps to be taken.

Plan III --- Specific Staff Development

Awareness Phase

1. The administrator of the counselor identifies a concern in writing.
2. The administrator and the counselor set up a specific time to collaborate and attempt to resolve the concern.
3. At the conclusion of the Awareness Phase, the administrator will review the progress and will make one of the following recommendations:
 - The counselor remains in Plan I or II, OR
 - In the event the concern is not resolved or is a disciplinary issue, the counselor is placed into either the Assistance or Disciplinary Phase.
4. If a counselor is rated ineffective on the Year End Evaluation, an awareness phase document must have occurred by May 30th. This is being done to give instructional staff the opportunity to make improvements.
5. If a counselor is rated minimally effective at the Year End Evaluation they will enter an awareness phase for the upcoming year. The Year End Evaluation evaluator will complete the awareness phase documents to begin at the start of the upcoming school year. This will give instructional staff enough notice to make improvements for the upcoming school year. It also provides enough opportunity to return to Plan II with improvements to performance.
6. The recommended time for the awareness phase should be 30 calendar days.

Assistance Phase

1. Review the recommendations from the Awareness Phase.
2. A specific plan will be developed which includes:
 - growth-promoting goals that are specific, measurable, action oriented, realistic, and time bound
 - strategies for resolution of the concern
 - timelines
 - indicators of progress
 - resources and support needed
3. The administrator and the counselor set up a specific time to review what progress has been made.
4. **One** of the following recommendations will be made upon reviewing the counselor's progress:
 - The concern is resolved and the counselor is returned to Plan II.
 - The counselor remains in the Assistance Phase with revised goals and timelines.
 - The concern is not resolved and the counselor is moved into the Disciplinary Phase.
5. The recommended timeline between each progress report is 30 calendar days. There are a total of three progress reports. The administrator can, at anytime, move directly to the disciplinary phase if it is determined that there are serious performance deficiencies and/or violations of standards, rules and/or policies.

Plan III --- Specific Staff Development (continued)

6. The counselor will be advised by the principal to discuss the situation with the OPEA President or designated representative. The counselor or the administrator may request other representation in all meetings regarding the concern.

Note: Only areas of concern that have been identified in the Awareness Phase can be evaluated or considered in the Assistance or Disciplinary Phase. Collected data to be considered must relate to concerns identified in the Awareness Phase.

Disciplinary Phase

1. The Disciplinary Phase begins with a meeting between the administrator, counselor, and OPEA President or designated representative. Other resource people may be involved, i.e., central office administrator(s) and/or OPEA representative.
2. The administrator will identify in writing the specific Standard(s), rule, or policy in violation. The counselor will be given an opportunity to respond. Following the discussion, the administrator will indicate the next steps to be taken, such as:
 - a specific remedial plan with timeline
 - placement of the counselor on paid administrative leave
 - requirement of specific training or evaluation by a professional
 - recommendation for non-renewal of contract
 - recommendation for tenure review by the Superintendent and Board of Education
3. The Disciplinary Phase only addresses ongoing performance concerns not corrected by the counselor under either the Awareness Phase or the Assistance Phase. The Disciplinary Phase is not intended as a restriction on the district's right to take appropriate disciplinary action for counselor misconduct without prior resort to either an Awareness Phase or an Assistance Phase.

Plan III --- Specific Staff Development

Awareness Phase --- Identification of Concern Form

(To be completed by an administrator & discussed with counselor)

Counselor:

Date:

Check appropriate category(ies):

- Standard 1 – Program Organization
- Standard 2 – Guidance Curriculum
- Standard 3 – Individual Student Planning
- Standard 4 – Responsive Services
- Standard 5 – Systems Support
- Standard 6 – School Counselor Communication
- Standard 7- Advisory Council

- Standard 8 – Use of Data
- Standard 9 – Student Monitoring
- Standard 10- Master Calendar/Time
- Standard 11- Results Evaluation
- Standard 12 – Program Audit
- Standard 13 – Student Advocate

Specific Concerns:

Next Meeting Date: _____

Counselor's Signature: _____

Administrator's Signature: _____

cc: Personnel file

Plan III --- Specific Staff Development

Awareness Phase --- Final Summary Form

(To be completed by an administrator & discussed with counselor)

Counselor:	Date:
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Specific Concerns:

Administrative Recommendation(s):

- Plan II
- Assistance Phase

Next Meeting Date: _____

Counselor's Signature: _____

Administrator's Signature: _____

cc: Personnel file

Plan III --- Specific Staff Development

Assistance Phase --- Plan of Assistance Form

(To be completed by an administrator & discussed with counselor)

Counselor:	Date:
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Check Appropriate Categories:

<input type="checkbox"/> Standard 1 – Program Organization <input type="checkbox"/> Standard 2 – Guidance Curriculum <input type="checkbox"/> Standard 3 – Individual Student Planning <input type="checkbox"/> Standard 4 – Responsive Services <input type="checkbox"/> Standard 5 – Systems Support <input type="checkbox"/> Standard 6 – School Counselor Communication <input type="checkbox"/> Standard 7- Advisory Council	<input type="checkbox"/> Standard 8 – Use of Data <input type="checkbox"/> Standard 9 – Student Monitoring <input type="checkbox"/> Standard 10- Master Calendar/Time <input type="checkbox"/> Standard 11- Results Evaluation <input type="checkbox"/> Standard 12 – Program Audit <input type="checkbox"/> Standard 13 – Student Advocate
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Specific Concerns:

Plan (Method/Strategies):

Proposed Timeline:

Indicators of Progress:

Resources/Support Needed:

Next Meeting Date: _____

Counselor's Signature: _____

Administrator's Signature: _____

cc: Personnel file

**Plan III --- Specific Staff Development
Assistance Phase --- Plan of Assistance Progress Form**
(To be completed by administrator & discussed with counselor)

Counselor:	Date:
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First Meeting
 Second Meeting
 Third Meeting

Plan:

Resources and Strategies Used to Date:
--

Indicators of Progress:

Resources/Support Utilized to Date:

Concerns:

<p>Total Days Absent (Current School year to date):</p> <p> _____ Personal Illness _____ Family Illness _____ Personal Business _____ Conferences _____ District Related _____ Other (Please Explain: _____) </p> <p>District PD attended (list dates): _____</p>
--

<p>(Check one)</p> <p align="center"> <input type="checkbox"/> Remain on Plan III <input type="checkbox"/> Return to Plan II </p>

Next Meeting Date: _____

Counselor's Signature: _____

Administrator's Signature: _____

**Plan III --- Specific Staff Development
Assistance Phase --- Final Summary Form**
(To be completed by administrator & discussed with counselor)

Counselor:	Date:
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Plan:
Resources and Strategies Used to Date:
Indicators of Progress:
Resources/Support Utilized to Date:
Concerns:

Administrative Recommendation(s):

- Plan II
 Remain in Assistance Phase
 Go to Disciplinary Phase

If Year End Evaluation - Check below

- Ineffective
 Minimally Effective
 Effective
 Highly Effective

Total Days Absent (Current School year to date):

_____ Personal Illness
 _____ Family Illness
 _____ Personal Business
 _____ Conferences
 _____ District Related
 _____ Other (Please Explain: _____)

District PD attended (list dates): _____

Counselor's Signature: _____

Administrator's Signature: _____

cc: Personnel file

Revised 8-27-2012

Plan III --- Specific Staff Development

Disciplinary Phase

(To be completed by administrator & discussed with counselor)

Counselor:	Date:
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Comments:

Administrator's Signature: _____ Date: _____

Counselor's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____